

**CO-TEACHING**  
CLASSROOM PARTNERSHIPS TO  
IMPROVE STUDENT OUTCOMES

WYOMING DEPARTMENT OF EDUCATION  
LEADERSHIP CONFERENCE  
JUNE 26, 2012

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**TODAY'S TOPICS**

1. How do we build (or renew) our partnership?
2. How do we create instructional intensity through co-teaching?
3. What is needed to make co-teaching sustainable?
4. What are common co-teaching issues, dilemmas, and challenges?

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**BUILDING OR RENEWING  
THE PARTNERSHIP**

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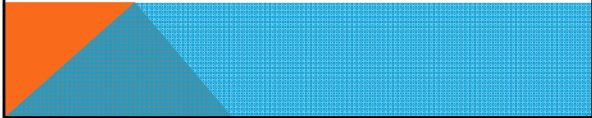
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### CO-TEACHING IS...

- A service delivery option
- Two or more professionals
- Shared instructional responsibility (parity)
- Truly shared students
- The primary location is the shared classroom
- Participation may vary, depending on teachers' knowledge, skills, and comfort level as well as student needs



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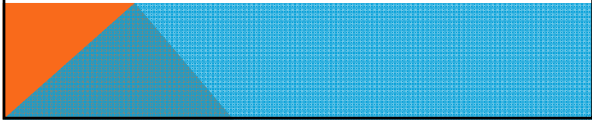
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### CONTEMPORARY APPLICATIONS

- GE teacher with SE teacher
- GE teacher with ESL teacher
- GE teacher with speech/language therapist
- GE teacher with media specialist
- GE teacher with literacy or math coach
- GE teacher with G/T teacher
- GE teacher with other specialists (e.g., related services providers)



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### RELATED TO...BUT DIFFERENT FROM CO-TEACHING

Collaboration



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RELATED TO...BUT DIFFERENT FROM  
CO-TEACHING

Inclusion

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RELATED TO...BUT DIFFERENT FROM  
CO-TEACHING

Team Teaching

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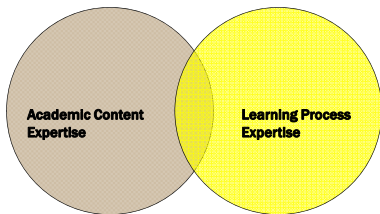
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Co-Teaching v. Team Teaching



General Educators

Specialists

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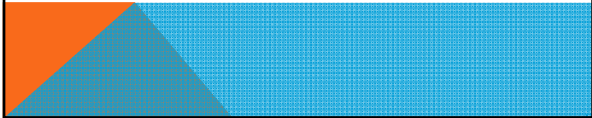
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## RELATED TO...BUT DIFFERENT FROM CO-TEACHING

### PARAPROFESSIONALS

- Licensure status
- Salary
- Prohibition on delivery of initial core instruction



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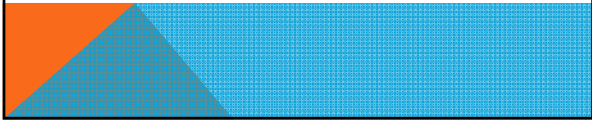
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## WHY ALL THE BUZZ?

- Standards set in federal law
- True curriculum access
- Opportunity to learn social, behavioral, and cultural mores
- Less lost instruction
- Less fragmented instruction
- Embedded specialist services
- Increased professional collaboration



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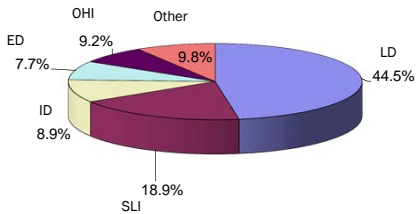
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## DISTRIBUTION OF DISABILITIES

Students with Disabilities



U.S. Dept. of Education, 2010 (28<sup>th</sup> annual report to Congress on IDEA)

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### A LOOK AT THE RESEARCH

- Co-teaching research still mostly looks at perceptions rather than student achievement
- Hang and Rabren (2009) found that SWD had significant improvement in achievement, similar scores to other students
- Pardini (2006) found significant positive results for ELLs in the St. Paul, MN Public Schools
- Outcomes depend on fidelity of implementation



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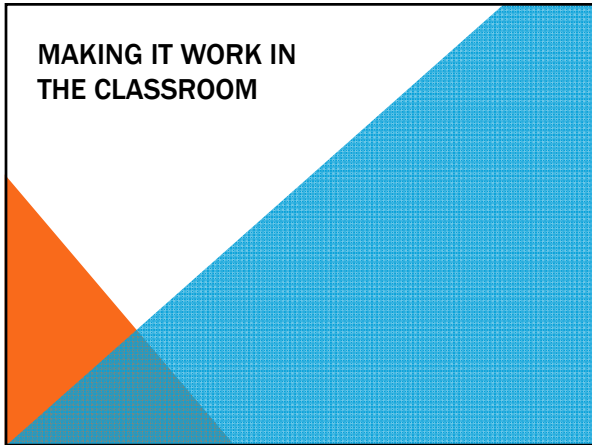
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### MAKING IT WORK IN THE CLASSROOM



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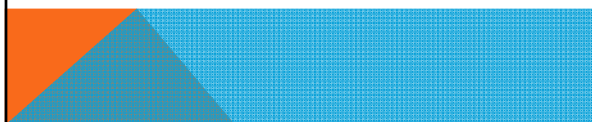
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### CO-TEACHING APPROACHES

- One teach, one observe
- Station teaching
- Parallel teaching
- Alternative teaching
- Teaming
- 1 teach, one assist



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### GROUPING STUDENTS

- Student achievement levels
- Student need for specialized services
- Student behavior
- Student social and interaction patterns
- Specific student needs



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### DIFFERENTIATING

- A way of thinking about teaching and learning
- Grounding in gifted education
- A collection of strategies designed to provide access to all learners (UDL)
- Need to go beyond differentiation to meet student needs



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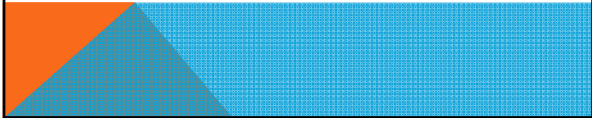
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## ROUTINES IN CO-TAUGHT CLASSES

- Students entering the classroom
- Students arranging desks in groups
- Students moving from group to group
- End of the instructional period



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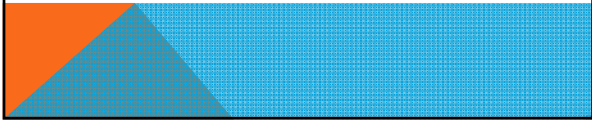
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## WHICH APPROACH?

- Who are the students and what are their needs?
- Who are the teachers?
- What curriculum competencies are we addressing and what are our teaching priorities?
- What are the practicalities of our co-teaching situation?



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## CREATING SUSTAINABLE CO-TEACHING PROGRAMS



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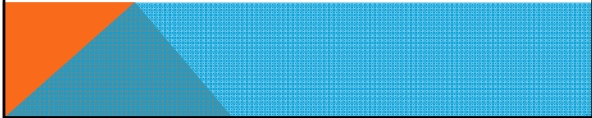
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### FACE-TO-FACE PLANNING TIME

- Summer planning for first grading period using title, ESL, foundation, IDEA, or professional development funds
- After-school sessions with continuing education credits earned
- Release time during scheduled professional development sessions
- Subs scheduled once/month for each team
- Planning in lieu of a duty or committee assignment



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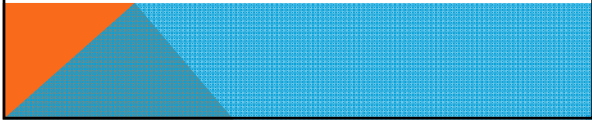
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### PLANNING PROTOCOL

- GE teacher outlines upcoming curriculum, context for material to be addressed (12 min.)
- Student data discussion (10 min.)
- Together teachers discuss points of difficulty in the material, areas that might require additional support/scaffolding (15 min.)
- Together teachers discuss patterns for their co-teaching and groupings, given planned material and student data (15 min.)
- Partnership discussion (8 min.)



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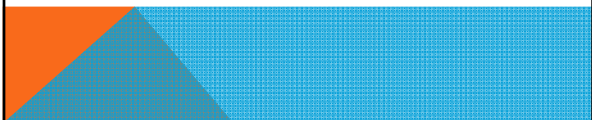
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### TIME: ON-THE-FLY

- Instructional start-up
- Review and predict
- Fast talk



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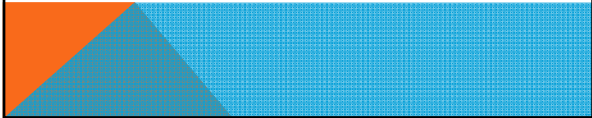
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## ELECTRONIC COLLABORATION

- The wonders of wikis
- Dropbox
- Edmodo



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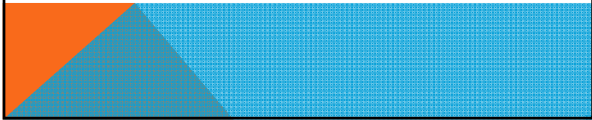
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## WHO SHOULD BE IN GENERAL EDUCATION CLASSES?

Are some students “too low?”

What are the criteria for decision-making about student services and placement?

How do services (amount and location) align with assessed needs?



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## RESPONDING TO DILEMMAS, CHALLENGES, AND ISSUES



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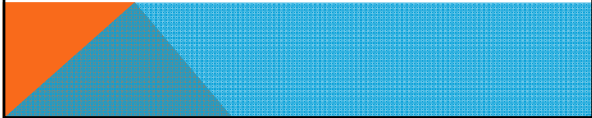
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## THE NEXT LEVEL

- Use of all the approaches-with integrity
- Creating variations on the approaches
- Student data regarding perceptions of co-teaching
- Specific data-based student grouping strategies
- Use of evidence-based instructional practices
- Student of co-teaching (e.g., literature, class visits)



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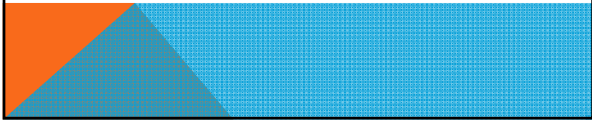
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## ISSUES BETWEEN PROFESSIONALS

- Co-teaching canceled
- Division of chores
- Subs and co-teaching
- Parity problems



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# THANKS!



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